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ABSTRACT

The Aides to Career Education (ACE) Program handbook is designed for use by administrators, teachers, and instructional aides. It provides information on the use of the aides by presenting guidelines for their most effective utilization, defining legal responsibilities of teachers and aides within the program, providing information on program accountability and evaluation, and providing supplementary material which includes information on the instructional job description, audio-visual techniques, referral agencies, and an annotated bibliography. The goal of the ACE Program in Los Angeles is to improve the educational performance and enhance the employability potential of students assisted. The handbook provides background of the ACE Program, defines and describes disadvantaged students, and defines the teacher's role in the program, the instructional aides role, the teacher/aide relationship, and program accountability. The appendixes provide information and supplementary material on the instructional aide's job description, audio-visual techniques, and referral agencies, and an annotated bibliography. (Author/JB)

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LOS ANGELES UNIFIED SCHOOL DISTRICT
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Aides to Career Education

ACE PROGRAM

Handbook

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Aides to Career Education

ACE PROGRAM

Handbook

Acknowledgements . . .

The Aides to Career Education (ACE) Program, initiated in the Los Angeles City Schools in the Fall semester of 1972, has proved to be an innovative program so successful that it has been continued. School district personnel and community representatives recognize the worth of the program. Students touched by the program have indicated that they have been materially assisted in gaining success.

Recognition for the development of the content of this Handbook is given to the numerous teachers and aides who presented their ideas. Seven teachers and six aides shared in formalizing the ideas into handbook form. These individuals were Richard Acuna, Richard Alvidrez, Lillian Greer, Robert Howard, Justine Gutzmer, Maria Lazo, Shirley Pate, Eva Reid, Gene Rohr, Henrietta Smith, Bill Steen, Zeno Turner and Sam Vranjes. A sincere thanks is extended to them for their time and effort.

Special recognition is given to Santiago Jackson, Coordinator, Programs for the Disadvantaged in Vocational Education, Career Education Services Unit, for his leadership in developing and implementing the ACE Program and preparing this Handbook.

Donald F. Reynolds
Director
Career Education Services Unit

(For information regarding this Handbook, please contact Santiago Jackson at (213) 687-4717 or 450 North Grand Avenue H256, Los Angeles, California 90012)

Table of Contents . . .

Acknowledgements

Purpose of the Handbook ____ 4

The Goals of the Aides to Career Education (ACE) Program ____ 5

Background of the ACE Program ____ 7

Who Benefits from the ACE Program ____ 8

Description of Disadvantaged Students ____ 10

The Teacher's Role in the ACE Program ____ 14

The Instructional Aide's Role in the ACE Program ____ 16

The Teacher/Aide Relationship ____ 17

Program Accountability ____ 19

Appendix A
The Instructional Aide's Job Description ____ 21

Appendix B
Audio Visual Techniques ____ 23

Appendix C
Referral Agencies ____ 27

Appendix D
Annotated Bibliography ____ 29

Veronica Mayes (top right) smiles while assisting in the Childhood Education Aide Program at Los Angeles High School

Purpose of the Handbook . . .

The ACE Program handbook is designed for use by administrators, teachers, and instructional aides, and

- provides information on the use of the aides by presenting guidelines for their most effective utilization.
- defines legal responsibilities of teachers and the aides within the ACE Program.
- provides information on program accountability and evaluation.
- provides supplementary material which includes information on the instructional aide job description, audio-visual techniques, referral agencies, and an annotated bibliography.

The Goal of the Aides to Career Education Program . . .

The goal of the ACE Program is to improve the educational performance and enhance the employability potential of students assisted. More specifically, providing instructional aides to assist disadvantaged students in vocational classes should lead to their improvement in one or more of the following areas:

1. Attitude and Initiative - The student is able to develop a positive attitude and inward direction in his educational and employment endeavors.

2. Cooperation - The student develops a more cooperative behavior with his peers and teachers.

3. Attainment of Job Skills - The student takes advantage of opportunities to gain job skills.

4. Quality of Course Work - The student begins to take pride in the quality of his course work.

5. Quantity of Course Work - The student learns to utilize his time efficiently in the completion of assigned tasks.

6. Attendance - The student learns to practice good attendance which will lead to success in education and the world of work.

Actively engaged in working with students are (from top)
Esther Burt, Food Services - Banning High School;
Sergio Alarcon, Upholstery - Lincoln High School;
and Nadine Washington, Typing - Locke High School.

Background of the ACE Program . . .

Congress, in enacting the Vocational Education Amendments of 1968, clearly expressed its intent that high priority be given to those that are disadvantaged. They recognized the failures in our society caused by the lack of proper motivation or meaningful assistance in preparing students for the world of work. The Amendments specify that Part A and at least 15 percent of every state's allotment of Vocational Education Part B funds shall be used for disadvantaged persons. The term "disadvantaged", as stated in the legislation means persons who have academic, social, economic, and cultural handicaps which prevent them from succeeding in regular vocational education programs.

Individuals classified as disadvantaged, must meet the following conditions:

1. Be enrolled in a regular vocational program.
2. Be identified as not succeeding in the vocational programs according to established program standards.
3. Be identified as to their disadvantage: as academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs.

In order to insure the proper use of the 15 percent earmarked for the disadvantaged, the California State Department of Education has asked school districts which use the set-aside funds to maintain records which verify special assistance to disadvantaged persons. The Los Angeles Unified

School District, therefore, has a two-fold task when using the 15 percent set-aside for disadvantaged students. First, the disadvantaged person must be identified by guidelines listed in the California State Plan for Vocational Education and second, the assistance he receives must be documented.

The Los Angeles Unified School District's Career Education Services Unit has recommended the use of instructional aides as a means of identifying disadvantaged vocational students and providing special assistance. The instructional aides are assigned to vocational programs in senior high schools and regional occupational centers.

The ACE Program supports vocational programs in existence at selected senior high schools and regional occupational centers. Efforts are concentrated on those students enrolled in vocational courses identifiable as disadvantaged, and not succeeding.

Who Benefits from the Program . . .

Disadvantaged students are those persons who have academic, social, economic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs. Their failure to succeed requires specially designed educational programs, related services, or both in order for them to benefit from a vocational education program.

The term disadvantaged includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large. It does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

The use of an automotive scope is explained by Aaron Rivas, Automotive Mechanics - Banning High School.

Description of Disadvantaged Students . . .

The connotations of the term disadvantaged is adverse to some individuals. This negative projection is probably the result of the term's overuse, its previous applications, or its relationship to failure. The Vocational Education Amendments of 1968, however, specify that the term disadvantaged should apply to students who are not succeeding in vocational programs. Ethnicity, income, or geopraphic locus are not primary determining factors. A student from a high income family who has a reading problem or lacks self-confidence in his vocational training is disadvantaged according to Vocational Education Amendment standards. The student's failure to succeed in the vocational class is cause for providing assistance beyond the regular program.

The California State Plan for Vocational Education interprets the intent of VEA 1968 by providing the definitions or descriptions of "disadvantaged" persons:

Academically disadvantaged persons are those who are not succeeding or are unable to succeed in a regular vocational education program because of at least one educational difficulty. Persons in this category may have one or more of the following characteristics:

1. Language Difficulty (in speaking and/or comprehension) in using Standard English. Persons who are experiencing difficulty with verbal communication which impairs their capacity to learn vocational skills. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

   (a) Poor speech and/or limited formal vocabulary
   (b) Inability to use the formal language effectively in school
   (c) Serious language difficulties
   (d) Linguistically isolated from the population at large

(e) English as a secondary language. (Persons whose language difficulty can be remediated by teaching English as a second language)

(f) English as a primary language. (Persons whose language difficulty can be remediated by programs designed to increase language proficiency)

2. Reading and/or Writing Difficulty. Persons experiencing difficulty with reading and writing which impairs their capacity to learn vocational skills. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

(a) Poor reading ability and limited formal vocabulary
(b) Unable to read or write well enough to compete with peers
(c) Serious reading difficulties (possibly illiterate)
(d) Inability to write or communicate in writing
(e) English as a second language. (Persons whose reading and/or writing difficulty can be treated by teaching English as a second language or by programs designed to achieve proficiency)
(f) English as a primary language. (Persons whose reading and/or writing difficulty can be treated by programs designed to increase proficiency)

3. Computational Difficulty Determined in Technical or Vocational Mathematics. Persons whose educational background in mathematics is not adequate to perform at the level required by the vocational education program. Persons in this subcategory may have one or both of the following characteristics on a continuing basis:

(a) Serious difficulties in comprehending computational concepts
(b) Insufficient computational skill to compete

4. General Educational Difficulties as Applicable to Vocational Education. Persons whose general educational difficulties prevent their success in vocational educational classes have one or more of the following characteristics on a continuing basis:

(a) Unemployed or underemployed and needs training
(b) Low achievement scores
(c) Poor attendance record
(d) School dropout
(e) Potential school dropout
(f) Unaware of educational procedures and/or opportunities
(g) Parents or guardian unable to give guidance and support due to their own lack of education, training, or employment or general absence from the home

Socially disadvantaged persons are those who, through present and/or past experience, have developed attitudes which severelylimit their ability to perform successfully in a vocational education program. These attitudes may be aggressive or passive.

1. Aggressive attitudes may be those characteristics which are exhibited by antisocial or disruptive behavior. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

   (a) High incidence of involvement with the criminal justice system
   (b) Defiance of rules and regulations
   (c) Persistence in trying to dominate the classroom activities
   (d) Unrestrained behavior
   (e) Socially assertive and unconventional actions
   (f) Distrust of the school program

2. Passive attitudes may be those characteristics which are exhibited by an apathetic behavior. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

   (a) No interest in learning or schoolwork
   (b) Discouraged in schoolwork
   (c) A poor attendance record
   (d) A negative attitude toward learning
   (e) No personal motivation or is indifferent
   (f) A potential dropout
   (g) Persistently truant from home and/or school
   (h) A poor self-image
   (i) Overly sensitive to constructive criticism
   (j) No experience with successful examples of his own ethnic group
   (k) An underachiever
   (l) Personal interrelationship problems
   (m) Other identified disadvantagements, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancy, or underemployment

Economically disadvantaged persons are those who are not succeeding or cannot succeed in a regular vocational education program, with emphasis on persons from economically depressed areas. Persons in this category may have one or more of the following economic problems on a continuing basis:

1. Geographical isolation
2. Need of economic assistance to enter or stay in school
3. Unemployed or underemployed
4. Family income is below poverty line

Culturally disadvantaged persons are those whose cultural mores are such that exclude the person from achieving success with his peer group. Persons in this category may have one or more of the following characteristics on a continuing basis:

1. Patterns of speech which may represent ethnic or regional isolation.
2. Personal standards which conflict with the prevailing cultural mores.
3. Cultural dress modes or other behavior patterns that conflict with program requirements.

The Teacher's Role in the Program . . .

The primary role of the teacher is to give guidance and supervision to the instructional aide. The teacher should provide a setting conducive to student/aide rapport by formally introducing the aide to the class/es with which he will be involved. Individual students needing special assistance may then be identified to the instructional aide.

To provide for a complete campus orientation, the teacher should take the aide on a tour of the campus. The aide should be introduced to the administrators, departmental members, counselors, librarian, registrar, school nurse, and audio-visual coordinator. The aide's success in working with students will require him to coordinate his efforts with these staff members.

Although flexibility is being stressed in the ACE Program, one legal responsibility cannot be delegated by the teacher. The aide is never to replace the teacher. The California Education Code describes the instructional aide position as follows:

> 13599.4 (a) subject to the provisions of this article, any school district may employ instructional aides to assist classroom teachers and other certificated personnel in the performance of duties as defined in Section 13599.3. An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils. An instructional aide need not perform such duties in the physical presence of the teacher but the teacher shall retain his responsibility for the instruction and supervision or the pupils in his charge.

In assessing the performance of his assigned aide, the teacher should evaluate the following areas:

- Student rapport
- Student progress
- Reliability
- Creativity and initiative
- Cooperation with school personnel

If performance is below par in one of these categories, the teacher has the responsibility of asking the aide to improve or strengthen that area and working with the aide to insure improvement.

The Instructional Aide's Role in the Program . . .

The instructional aide differs from all other aides because he has been selected on the basis of his expertise in a vocational field. The primary function of the aide is to bring more individualized instruction to the disadvantaged vocational student.

The aide when employed in a school sets an example for the young people with whom he works. In setting an example, the aide should take pride in his appearance and the impression that he leaves by meeting acceptable standards of grooming and attitude.

Grooming. The aide is well-groomed when he is neat in appearance and is wearing appropriate clothes.

Attitude. The aide displays a good attitude when he is

(a) friendly toward students with whom he works

(b) showing pride in his work by doing each job to the best of his ability

(c) showing an interest in the total school program

(d) speaking in a polite moderate tone

(e) using correct English grammar and appropriate vocabulary

(f) avoiding the use of vulgar expressions.

The aide should view the total staff of the school as a team. Through the use of cooperative team efforts, the assistance provided to students will be broader.

The Teacher/Aide Relationship . . .

The area of teacher/aide relationship is crucial to the effective operation of the ACE Program. Concepts such as mutual respect, proper delegation of duties, cooperation, and commonality of goals and objectives are applicable to classroom situations where the aide provides a meaningful service. The following list of suggestions is presented to facilitate the building of a teacher/aide relationship which will enhance student learning and acquisition of skills.

An orientation period of approximately three days is suggested to allow the aide to observe and familiarize himself with the classroom situation. During this observation period, the aide can acquaint himself with instructional materials, supplies, safety, and disciplinary procedures. The orientation period should provide opportunities for the teacher and aide to discuss and clarify their duties and responsibilities. Areas which should be made clear are

- criteria for the identification of disadvantaged vocational students
- services aide will provide to disadvantaged students
- aide/student rapport conducive to learning
- grading and evaluation policy
- classroom operation and procedures
- authoritative responsibility, and
- aide punctuality and reliability.

The Ace Program will operate best in situations where the aide can relate his duties to the functions of the teacher.

It is also important during this period that the aide gets to know the students and recognize his responsibility to serve as a model for student action. The aide's involvement in facilitating learning and providing services can foster the building of better students and citizens in a positive manner. Negatively, the aide who is tardy or absent may prompt similar behavior in students.

The development of open channels of communication between teacher an aide will lead to improvements in the aide's competency and assistance with classroom organization. The aide may need assistance to understand the variety of processes involved in the teaching of vocational subjects. The teacher may suggest the means whereby the aide can become more proficient in the subject field. Related to subject knowledge is the aide's use of his strengths in his vocational field. Through open communicative channels, the teacher can gain input on whether the aide is being used to the best of his ability. Both under-utilization and over-utilization of the aide are factors which should be considered.

The teacher and the instructional aide should continuously evaluate their duties and responsibilities in relationship to the ACE Program. The main intent of the ACE Program is to enhance student success in vocational courses. A positive and proper teacher/aide relationship is the key to the building of an instructional aide service which will benefit students.

Program Accountability . . .

Federal and State guidelines for the use of disadvantaged funds require student beneficiaries of such monies to be identified. The special assistance that students receive is verified through the use of program data sheets. The following information is kept on record: name of student, school which he attends, grade level, reason for student receiving assistance, and the vocational teacher's verification of the special assistance. Data is reported to the ACE Program coordinator on a monthly basis.

Demonstrations leading to student gain of employability skills are provided by (from top) Rosa Lopez (on the left), Hospital Services - Wilson High School; Florence Kelly (in the center), Vocational Horticulture - Jefferson High School; and Zeno Turner (in forefront), Laboratory Animal Technology - Crenshaw High School

Appendix A-- The Instructional Aide's Job Description

DEFINITION

Assists a certificated employee in vocational training classes by preparing educational materials and conducting instructional activities for academically, socially, economically, or culturally disadvantaged students.

TYPICAL DUTIES

Assists a teacher or other certificated employee in vocational training classes by performing the following duties in order to help disadvantaged students learn subjects and skills introduced by a teacher:

Checking student laboratory work, including use of materials, equipment, tools, and other items related to vocational training, for adherence to correct and safe procedures.

Explaining teacher's corrections and evaluations on papers and work projects to students.

Providing assistance to students individually in small groups in order to develop knowledges and skills in instructional areas designated by the teacher, including review of subject matter, use of individual learning packages, performance of work, and tutoring in reading, writing, and arithmetic.

Assisting students to attain positive attitudes toward education and success in the vocational program.

Noting and referring to teacher student deficiencies in subject matter, skills, and related areas.

Contacting, as directed by teacher, District personnel, parents and others to follow up on student attendance, health, and other matters related to student achievement.

Developing and preparing instructional materials, such as mock-ups, models, and tape recordings for use with disadvantaged students.

Giving and scoring make-up tests and reviewing tests results with students.

Perform related duties as assigned.

SUPERVISION

Immediate supervision is provided by a certificated employee, usually a teacher. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Practices, procedures, termimology, supplies, tools, and equipment used in the designated occupational field.

Safe work methods used in occupational fields.

Correct grammatical usage.

Standards of courtesy and behavior expected of students.

Ability to:

Speak, read, and write clear understandable English.
Prepare instructional, audio-visual, and related class materials.
Prepare and present educational material and conduct instructional activities.
Communicate specialize information concerning the designated occupational field to pupils with varying levels of understanding.

Entrance Qualifications:

Six months of recent paid experience in the designated occupational field in which the aide will be hired.

or

Successful completion of an occupational program in the designated field at the college or university level.

or

Have majored in that particular subject area in High School.

Special Qualifications:

Ability to speak, or to read and write Spanish may be required for some positions.

Appendix B-- Audio-Visual Techniques

Some Things To Think About

You may use many media or a single medium.

Multi-media involves the use of several audio-visual techniques during a single presentation (i.e. combining motion pictures, slides, music, recorded or live narration, sound effects, overhead transparencies) in various combinations, often using a wide screen or two or three smaller screens grouped together.

Resist apologizing for visuals used. An apology for an inferior visual does not improve its quality.

Allow enough lead time to rehearse a major presentation far enough ahead to permit replacement of inferior visuals and coordinate efficient use of essential equipment.

Remember that variety in a presentation tends to stimulate student interest.

Use of Filmstrips

A filmstrip is:

A convenient vehicle for communicating a planned sequence of visual ideas.

A comparatively inexpensive instructional resource.

An easily viewable and projectable visual medium.

A filmstrip is not:

An inexpensive substitute for a motion picture.

A convenient way of storing slides.

A framework for transmitting text.

In selecting or producing a filmstrip, consider:

The nature, needs, and interests of the intended students.

The objectives which the material is designed to meet.

The importance of dynamic visuals and clarity of content to compensate for lack of motion.

The length of continuity in relation to the attention span or motivation of students.

The ability to vary the pace from student group to student group.

The self-contained nature of the material or its relationship to other available materials.

Remember that a filmstrip:

Is primarily a visual presentation which should be able to communicate with a minimum of text.

Is concerned mainly with one major topic and should avoid distracting irrelevancies.

Is an organized sequence of ideas and concepts which flow in a meaningful and logical manner.

Is particularly suited to opportunities for the stimulation of physical or mental involvement of the viewer.

Provides an ideal resource for individualized instruction.

Use of Overhead Transparencies

Replaces charts for large groups.

Permits on-the-spot additions for emphasis such as underlining, checking, circling.

Presents last-minute, current data.

Provides a variety of techniques
- Full-screen visual
- Revelation of one step or point at a time
- Overlays for comparisons
- Photographs (film positives)

Provides ease of preparation
- Use of real objects
- Hand-drawn on clear acetate
- Typed copy converted in seconds
- Color added in a variety of ways
- Availability of commercially prepared transparencies

Technical and mechanical guidelines

Print size 1/4" minimum - Primary or bulletin typewriter
Color for impact or emphasis
Turn off the projector between visuals or sequence of visuals. A blank, lighted screen is a distraction.

Position the screen diagonally at front of room to provide maximum visibility.

Position transparency on projector before turning on light.

Consider the seating arrangement and the students' ability to see the screen. A transparency may be moved upward as content toward the bottom of a frame is discussed.

Keep content to a minimum on each frame. Several simple frames are better than one cluttered frame.

The keystoning effect of a transparency is corrected when the top part of the screen is tilted forward (or the bottom part pulled back).

Use of Slides

Be certain slides amplify or relate to verbal content or presentation.

Pace slides according to visual content. Some may need to be exposed only a few seconds to communicate their message. Seldom should a single slide be seen more than 30 seconds unless the speaker is analyzing various parts of it.

Any printed matter on a slide should be easily readable from the unprojected slide itself. This general criterion assures print of adequate size when projected on the screen.

Limit captions on slides to approximately 35 characters per line.

Captions which are in too sharp a contrast with the background set up a visual vibration on the screen, annoying or confusing the students. Use off-white letters on a dark background, or dark letters on a medium light background.

Prepare a storyboard of visual ideas, using a small slip of paper for each idea, before taking or requesting slides. The flexibility of the paper slips makes it easy to organize the presentation in advance and minimize the waste of unnecessary visuals.

A slide which must contain a lot of detail should be presented as an "establishing shot" of the big idea and then be followed by additional slides which concentrate on one detail at a time.

Use of Flip Charts

Consider the size of the group
- Small to medium sized

Consider the size of print
- 1" to 1 1/2" letters carry to 25' distance
- 2" to 3" letters carry from 50' to 75' distance

Consider the content
- key words
- Phrases
- Brief quotes
- Skeletal Outline
- Simple visuals

Consider technical aspects
- Added color should have a reason: for impact, clarity of meaning or emphasis
- Writing should be dark and bold
- Avoid clutter

Consider the applications
- Providing visual notes for speaker
- Directing student attention
- Emphasizing main ideas
- Presenting organized sequence of ideas
- Assisting note-taking for students
- Permitting reference points for students reaction
- Completely self-contained - NER - (No equipment required)
- Provides speaker security and confidence

Appendix C—Referral Agencies

(The following agencies are listed for cooperative use by teachers and aides. Caution should be exercised in some referrals. For example, the referral of a student to a psychological service agency should be undertaken with the cooperation of the student's counselor. The agencies are listed in the

Directory of Health, Welfare, Vocational and Recreation Services, Welfare Information Service, 621 South Virgil Avenue, Los Angeles, California.

For additional referral agencies please check this publication which may be in your school's counselor or administrative office.)

COMMUNITY SERVICES:

American Indian Free Clinic, Inc., 526 E. Oaks St., Compton 90221, 537-0103
Program: Supplies free medical, dental, legal and other related services to anyone requesting them, but primarily to those of American Indian descent in the Los Angeles area.

Benjamin Rush Center for Problems of Living, 1426 Main St., Venice 90291, 392-4905
Program: Serves poverty area. Essentially a crisis clinic providing up to six sessions in group, individual, or conjoint therapy. Treatment based on concept of helping patient over immediate crisis. Serves patients from 13½ up.

Bienvenidos Community Center, 303 San Gabriel Blvd., Rosemead 91770, 280-9011
Program: Project directed towards low income persons. Family and individual counseling, home visits, referral, job development, employment counseling and other services.

Big Brothers of Greater Los Angeles, Inc., 117 W. 9th St., Los Angeles 90015, 622-2421
Program: Serves fatherless boys 8 to 17 with behavior or emotional problems arising from a lack of male influence in their home environment.

Community Youth Centers, 3105 W. Beverly Blvd., Montebello 90640, 724-0535
Program: Teen centers for "hard to reach" teen-agers 13 to 19 located in poverty pockets. Job counseling, testing and development, remedial education, community service projects; recreational-social activities.

Counsel of Mexican American Affairs, 995 N. Mission Rd., Los Angeles 90031, 223-4111
Program: Develops leadership among Americans of Mexican ancestry and encourages community activity and service. Coordinates and harmonizes efforts of Mexican American groups and stimulates their cooperation in constructive programs.

DAWN Today: 2516 16th St., Santa Monica 90405, 826-1605
Program: Group counseling for youth 15 to 19 with drug or drug-related problems, Individual or family counseling available: social and therapeutic activities.

Junipera Serra Boy's Club of Catholic Welfare Bureau, 316 N. Union Ave. Los Angeles 90026, 483-4011
Program: Residential care for boys 16 to 18; moral training, psychotherapy for those who, for a variety of reasons, may not live in their own homes.

Rancho San Antonio, 21000 Plummer St., Chatsworth 91311, 341-3476 or 873-3234
Program: Institutional school for rehabilitation of boys 12 through 16 who present behavior problems, either because of emotional difficulties brought about through conditions or who are considered predelinquent or delinquent.

Thalians Clinic for Children, 112 N. Hamel Road, Los Angeles 90048, 625-5000
Program: Study treatment of children from infancy to 18 years who present behavior and personality problems.

CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD) CENTERS (Employment Offices):

Los Angeles:
929 N. Bonnie Beach Pl., Los Angeles 90063, 264-5100
10925 S. Central Ave., Los Angeles 90059, 567-1151
701 E. Florence Ave., Los Angeles 90001, 744-2121
161 W. Venice Blvd., Los Angeles 90015, 744-2121

Venice:
324 S. Lincoln Blvd., Venice 90291, 392-4811
Program: Combine resources of Department into a central location in disadvantaged areas in L.A. County in order to place significant numbers of unemployed and unemployable persons in meaningful employment leading to economic security.

SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICES: (For obtaining Social Security numbers)

Broadway-Vernon: 4524 S. Broadway, Los Angeles 90037, 233-8175
Burbank: 175 E. Olive Ave., Burbank 91503, 845-3738
Canoga Park: 8377 Topanga Canyon Blvd., Canoga Park 91304, 883-3742
Crenshaw: 3612 W. Jefferson Blvd., Los Angeles 90016, 731-7349
Culver City: 9801 Washington Blvd., Culver City 90230, 838-2161
East L.A.: 929 N. Bonnie Beach Pl., Los Angeles 90063, 264-5100
El Sereno: 4857 Huntington Dr., Los Angeles 90032, 221-9128
Glendale: 721 S. Glendale Ave., Glendale 91209, 247-2202
Hollywood: 1640 N. Gower Street, Hollywood 90028, 462-3181
Huntington Park: 6303 Rugby Ave., Huntington Park 90255, 583-9873
Inglewood: 608 E. Manchester Blvd., Inglewood 90306, 673-1081
La Crescenta: 3043 Foothill Blvd., La Crescenta 91214, 248-2436
Los Angeles (Downtown), 419 S. Hill Street, Los Angeles 90013, 688-3710
Miracle Mile: 6399 Wilshire Blvd., Los Angeles 90048, 655-7084
Monterey Park: 861 S. Atlantic Blvd., Monterey Park 91754, 289-5003
North Hollywood: 11024 Victory Blvd, North Hollywood 91606, 985-5442
San Fernando: 1245 San Fernando Rd., San Fernando 91340, 365-7122
San Pedro: 1915 S. Pacific Ave., San Pedro 90731, 548-2691
Santa Monica: 1514 Sixth Street, Santa Monica 90406, 451-4783
Torrance: 1408 Crenshaw Blvd., Torrance 90501, 320-4064
Van Nuys: 7138 Van Nuys Blvd., Van Nuys 91405, 988-6110
Watts: 10345 S. Central Ave., Los Angeles 90002, 564-5723
Wilshire Center: 3750 W. 6th St., Los Angeles 90020, 384-2544

PSYCHOLOGICAL SERVICES:

Bridge: A Way Across, Inc., 4210 W. Magnolia Blvd., Burbank 91505, 843-7444
Program: Meets the needs of predelinquent, disturbed, emotionally or economically deprived youth 14 through 21, who lack the personal resources to cope with their personal and/or cultural problems and who are beginning to act out frustration, alienation and loneliness by using dangerous drugs, dropping out of school, etc.

California Educational Center, 15321 Magnolia Blvd., Van Nuys 91403, 788-1105
Program: Day school for emotionally disturbed, slow leaners, or brain-injured children 6 to 16.

Central City Community Mental Health Center, 4272 S. Broadway, Los Angeles 90037, 232-2441
Program: Crisis and intensive psychiatric care for children and adults. Day treatment program encompasses group, individual, occupational recreational, dance therapy, and psychodrama.

Crenshaw Youth Counseling Center, 3860 Crenshaw Blvd., Los Angeles 90018, 295-4553
Program: Short term crisis oriented center for teen-agers and their families. Psychiatrists, psychologists, and psychiatric social workers provide service under professional advisory boards.

Los Angeles County Regional Mental Health Services:
East Los Angeles, 512 S. Indiana St., Los Angeles 90063, 268-9161
East San Fernando Valley, 12148 Victory Blvd., North Hollywood 91606, 985-6550
South Bay, 13543 S. Hawthorne Blvd., Hawthorne 90250, 679-0441 or 772-1495
South Central, 4771 S. Main St., Los Angeles 90037, 231-9157
West Central, 1090 S. La Brea Ave., Los Angeles 90019, 933-7261
West San Fernando Valley, 6355 Topanga Canyon Blvd., Woodland Hills 91364, 348-8121
Program: Provides mental health consultation and mental health education and information to public and private agencies; direct treatment for children and adults, offering family-centered, crisis-oriented, individual and group, short term psychotherapy; psychiatric emergency teams.

OCCUPATIONAL TRAINING CENTERS:

East Los Angeles: 1048 N. Chicago St., Los Angeles, 90033, 223-1283
Harbor: 740 N. Pacific Ave., San Pedro 90731, 547-5551
Central City: 1646 S. Olive St., Los Angeles 90015, 748-6511
Paramedical: 3721 W. Washington Blvd., Los Angeles 90018, 731-6371
North Valley: 11450 Sharp Ave., Mission Hills 91340, 365-9645
West Valley: 6200 Winnetka Ave., Woodland Hills 91364, 346-3540
Southern California Regional Occupational Center: 2300 Crenshaw Blvd., Torrance 90501, 320-6700
Program: Training to persons 16 and up in all vocational areas such as auto mechanics, electronics, nursing, radio and television repair, and many others. Emphasizes new techniques in occupations.

ADULT SKILL CENTERS (Manpower Development and Training):
East Los Angeles: 1260 S. Monterey Pass Rd., Monterey Park 91754, 263-6903
Pacoima: 13323 Louvre St., Pacoima 91331, 896-9558
San Pedro-Wilmington: 239 N. Avalon Blvd., Wilmington 90744, 830-8004
217 Island Ave., Wilmington 90744, 830-3010
Venice: 611 Fifth Ave., Venice 90291, 392-4153
Watts: 840 E. 111th PL., Los Angeles 90059, 564-4451
Program: Youth 16 to 21 or adults 21 and up, unemployed or underemployed, unable to find suitable employment are provided basic education and vocational training. Apply through California Human Resources Development Deptartment.

ADVANCED EDUCATIONAL ASSISTANCE:

Basic Educational Opportunity Grant Program: U.S. Department of Health Education and Welfare, Education Division/Office of Education, Washington, D.C. 20202.
Program: Federal aide program designed to provide financial assistance to those who need it to attend post-high school educational institutions.

Dollars for Scholars, Inc.: 3325 Wilshire Blvd., Los Angeles, 90005, 386-5300
Program: Scholarships for advanced training for average high school seniors with good citizenship records, high motivation, financial need, junior college or trade-technical potential. Assistance may cover fees, supplies, books, transportation.

Appendix D—Annotated Bibliography

Career Guidance:

Arnold, Arnold. Career Choices for the 70's. New York, Crowell-Collie Press, 1971.
An exploration of many career choices.

Brown, Newell. After College . . . Junior College . . . Military Service . . . What?
The complete Career Exploration Handbook. New York, Grosset. 1971.
Information on Career exploration; explains what the choices are; the various fields of work, such as education, government, private industry, self employment, salary and earnings.

Bureau of Labor Statistics. Occupational Outlook Handbook; U.S. Government Printing Office, 1973
Contains information on the outlook for employment for the next decade; provides a complete job description, including the necessary training, salary, employment outlook, and possible places of employment.

Ducket, Walter. A Guide to Professional Careers. Julian Messner, New York, 1970.
Explores the possible interest in professional careers; describes the jobs requiring professional training; requirements, salaries; description of colleges and college life.

Ferguson Guide to Two-Year College Programs for Technicians and Specialists, Ferguson Publishing Company, 1971.
Describes 130 post high school occupational programs--what they are and where they are taught.

Haight, Tim, Careers After High School, Collier Books, New York, 1970.
Discusses 251 selected jobs for high school graduates; information on where and how to get a job; complete guide to semi-skilled opportunities; clerical; technical; full job descriptions; tips on resumes and interviews.

Hopke, William E. The Encyclopedia of Careers and Vocational Guidance. Ferguson Publishing Company, 1972.
Provides a comprehensive, systematized guide for career choices and vocational guidance.

Kursh, Harry. Apprenticeships in America. New York, Norton, 1965.
Report on opportunities in industry for students, parents, teachers, guidance counselors, etc.

Linneman, Robert E. Turn Yourself on: Goal Planning for Success.
New York, Richard Rosen Press, 1970
For the student who isn't sure about what he wants to do; includes step by step procedures for establishing goals.

Liston, Robert A. On the Job Training and Where to Get it. New york, Messner, 1973.
Aimed at the high school graduate who cannot go to college. Describes the opportunities available to him in business and industry.

Marshall, Max L. Cowles Guide to: Careers & Professions, Cowles Education Corporation, 1968.
A comprehensive book on career and professional opportunities.

Sandman, Peter M. The unabashed Career Guide. Collier Books, 1969.
What it takes to get there... How much money you'll make; what the life style actually comprises. Summary of the great and not so great expectations to be found in each of the major fields in America today. Based on interviews with those already in the system.

Splaver, Sarah. Your Career if You're not Going to College. New York, Messner, 1971.
Shows the student how to evaluate his true interest and abilities; how to match qualifications; how to choose and obtain a job; how to hold the job.

Steinberg, J. Leonard. Guide to Careers Through College Majors, Robert R. Knapp, Publisher, 1964.
Exploration of the various majors that are available on the college level and the careers emanating from them.

METHODS AND TECHNIQUES FOR WORKING WITH STUDENTS:

Dietz, Betty Warner, You can Work in the Education Services, John Day, 1970.
Pictorial illustrations, explains the school setting including administrative positions and the kinds of classes offered in the schools.

Elliott, H. Chandler. The Effective Student, A Constructive Method of Study,
Harper & Row, Publisher, New York, 1966.
Gives a broad and detailed program for systematized study, how to solve problems and how to retain knowledge.

Howe, Robert S. The Teacher Assistant, William C. Brown Company,
Publisher, 1972.
What teachers think of assistants; small group work; multimedia responsibilities; procedures for seeking employment as an assistant; instructional responsibilities are topics that are discussed.

Putt, Robert C. Working with the Student Teacher, The Instructor
Publications, Inc., Danville, New York, 1971.
The content of the book includes general techniques of instruction, lesson plans, classroom control, use of audiovisual material and equipment.

Splaver, Sarah. Paraprofessions: Careers of the Future and the Present.
New York, Messner, 1972.
The book discusses the career opportunities that are available in the paraprofessional field.

PREPARATION OF INSTRUCTIONAL MATERIAL:

Kendall, Lloyd, Bulletin Boards for the Classroom, Instructor Publishing, Inc., Danville, New York, 1973.
Provide a pictorial illustration of bulletin boards that are used for various subjects. It also includes suggestions for preparation of the bulletin boards.

Koskey, Thomas Arthur. How to Make and Use Flannel Boards, A Fearon Teacher-Aide Book, San Francisco, California, 1961.
Aides in the facilitation of making and using flannel boards properly.

Minor, Ed. Simplified Techniques for Preparing Visual Instructional Materials, McGraw Hill Book Co., Inc. 1962.
Pictorial illustrations of mounting, lettering, color & texture techniques, etc.

Morlan, John E. Preparation of Inexpensive Teaching Material, Chandler Publishing Co., 1963.
The book explores some of the possibilities for making teaching aides inexpensively.

WORKING WITH THE DISADVANTAGED CHILD:

Brickman, William W. Education and the Many Faces of the Disadvantaged.
(Cultural and historical perspectives) John Wiley & Sons, Inc., 1972.
A comprehensive book on the subject. Includes: the disadvantaged in urban America· the Black American; Spanish-speaking American; North American Indian; immigrant and refugee; rural poor and uneducated adults, etc.

Crow, Lester, D. Educating the Culturally Disadvantaged Child. Principles & Problems.
David McKay Company, Inc., New York, 1966.
Explores the nature of the groups in disadvantaged areas; sociological and deprived children.

Education and the Disadvantaged American. Educational Policies Commission, 1962.
Contents include roots of culturally disadvantaged; challenge of the school; public policy and the education of the disadvantaged school; community; home, etc.

Riessman, Frank. The Culturally Deprived Child. Harper & Row, Publishers, 1962.
The aim of the book is to provide a picture of the deprived individual, including his psychology and his culture, that will enable involved individuals to work with them in a fruitful, nonpatronizing manner.